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|  | Week 7 (4 periods, Spirit Day)  **Oct 1-5** | Week 8 (4 periods, Holiday)  Oct 15-19 | Week 9 (4 periods, Halloween)  Oct 23-26 | Week 10 (4 periods)  Oct 29-Nov 2 | Week 11 (4 periods, Holiday)  Nov 6-9 | Week 12 (3 periods, Holiday & Spirit Day)  Nov 13-16 | Week 13 ( periods,  Nov 19-23 |
| **Handling Data**  Collects, records and organizes data on a tally chart. (Phase 2)  Identifies outcomes in order of likelihood: will happen, might happen, won´t happen. (Phase 2) | **MATHS TRANSDISCIPLINARY** Survey about how people can navigate through directions or graphic representation (1 period ½ groups)  **Homework: survey at home** | **MATHS TRANSDISCIPLINARY**  **Collects info about how people can get to a place that they don´t know (tally chart)** | Introduce probability with die (1/2 groups, alternative teaching) | (45 min)  Half groups  Tally Chart (Clau)  Organize inform  From tour around school  And place them in a tally chart  Station 2 (teacher)  Introduce (probability vocabulary)  (nanda) |  |  |  |
| **Measurement**  Estimates, compares and measures length (short, long). (Phase 1) |  |  |  | Subject specific unit prior knowledge  (Whole group 45 min) | Subject specific unit provocation |  |  |
| **Shape & Space**  Identify 3D shapes (cube, rectangular prism, sphere, cylinder and cone). (Phase 1)  Recognizes paths when following directions (Between, next to, behind  (Phase 1) |  | Sort & introduce 3D shapes vocabulary in L2 (1 period, ½ groups) | **MATHS TRANSDISCIPLINARY**  Tour around school following basic directions to go from one place to another (1/2 groups parallel teaching, 1 period)  (***ind for Maths, social, transdiscipl skill)***  **(MATHS TRANSDISCIPLINARY MEN (Where we are…)**  Meubico en el entorno físico utilizando referentes espaciales como arriba, abajo, dentro, fuera, derecha, izquierda.  Establezco relaciones entre los espacios físicos que ocupo (salón de clase, colegio) y sus representaciones (mapas, planos, maquetas...) |  | **MATHS TRANSDISCIPLINARY MEN (Who we are)**  Describo y clasifico objetos según características que percibo con los cinco sentidos (3D shapes) |  |  |
| **Patterns & function**  Extends patterns both left and right using objects (with 3 objects, using at least two variables colour and shape). (Phase 1) |  | Patterns to the left side (Teacher guided/stations) | Patterns to the left side (Independent stations/guided practise) |  |  |  |  |
| **Number**  Identifies numbers up to 20. (Phase 1)  Connects number names and numerals to the quantities they represent (Phase 1)  Estimates quantities in real life situations (Phase 1)  Indentifies n+1 (one more) when comparing quantities  Using objects finds draws and orders all possible 2-number combinations to make numbers 5-9. (Phase 1 + Phase 2) | 2 periods to finish protocol | Inquiring about numbers around us (book: (1 period, ½ groups)  Cuisenaire rods values (Teacher guided/stations)  Connect dot to dot & identifying numerals worksheet (independent station) | Cuisenaire rods (n+1, rod values 6-9) (Teacher guided/stations)  Tracing numbers (Teacher guided/stations)  Counting and identifying numbers up to 15 (1/2 groups, alternative teaching) | 1. Stations (teacher)  .Start number combinations (6) (Vicky)  3. station (independently)  Follow numbers up to 20  (photocopy wood path)  \*Homework (patterns with objects) | Number combinations (7) | Number combinations (8) | Number combinations (8) |